

St Richard's RC Primary School

Inspection report

Unique Reference Number	118054
Local Authority	Kingston upon Hull City of
Inspection number	358253
Inspection dates	25–26 May 2011
Reporting inspector	Derek Pattinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Mrs Elizabeth Hawkins
Headteacher	Mrs Sharon Melia-Craven
Date of previous school inspection	21 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observed 14 teachers, and held meetings with members of the governing body, staff and groups of pupils. They looked at: the school improvement plan; the latest reports to the governing body from the local authority's school improvement partner; the most recent headteacher's reports to the governing body; the most recent national and school data on attainment and progress; safeguarding policies and records; assessment information; the latest attendance figures and pupils' work in all classes. The 233 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of teaching on pupils' attainment, particularly in English and mathematics.
- The extent to which all groups of pupils are now making good progress, as the school asserts.
- The quality of care, guidance and support provided by the school and how well it promotes pupils' personal and academic development.
- The impact of the school's developing curriculum on pupils' learning and enjoyment.
- The effectiveness of senior leaders in driving improvement and evaluating the school's work.

Information about the school

This is an above average sized primary school. The percentages of pupils from minority ethnic groups and those who speak English as an additional language are below the national average. Fewer pupils enter and leave the school between the Early Years Foundation Stage class and Year 6 than in most other schools. The percentage of pupils known to be eligible for free school meals is well above what is typical nationally. The proportion of pupils who have who special educational needs and/or disabilities is above the national average. Since the last inspection, there have been a number of staff changes, including the appointment of three newly qualified teachers. The school has achieved Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school, which is improving. Pupils' good spiritual, moral, social and cultural development underpins the school's work and helps to explain their consistently good behaviour. Pupils have a good knowledge of how to lead a healthy lifestyle. Good leadership of the Early Years Foundation Stage is leading to provision and outcomes which, although satisfactory, are rapidly improving. The curriculum, judged satisfactory, is nevertheless increasing promoting excitement and enjoyment by breaking down barriers between subjects and introducing 'real life' experiences.

Assessment practices and procedures, particularly the school's rigorous analysis of performance data and tracking of pupils' progress, have improved substantially. As a result, pupils falling behind are now given extra help immediately. Targets to secure improved progress are both challenging and realistic. Marking has improved and is increasingly helping pupils move forward, as well as acknowledging what they have achieved. Despite good teaching in some classes, the overall impact on learning and achievement is satisfactory because its quality is not yet consistently good across the school. Certain weaker aspects of teaching are still preventing pupils in some classes from making the accelerated progress required to make the necessary gains.

When pupils enter the Early Years Foundation Stage their skills knowledge and understanding are below those expected for their age. Attainment at the end of Year 6 has been low in the past due to inconsistent progress in Key Stage 2. However, a rigorous and successful focus on driving up standards, especially in mathematics, has resulted in improved progress and there is clear evidence that attainment is rising. Tracking of pupil performance data and a scrutiny of pupils' work, show that gaps in performance between different groups are rapidly closing. As a result, attainment in English and mathematics has risen this year from very low to below average and is predicted to rise again next year to levels close to what is typical nationally.

The headteacher has the support of colleagues, parents and carers, and the governing body. As a result, priorities for development, supported by a satisfactory range of external partnerships, are the right ones. However, the effectiveness of the school's engagement with parents and carers is judged inadequate because a substantial minority hold negative views. Relationships and communication are sometimes ineffective. Care, guidance and support are judged satisfactory overall although good attendance is not promoted strongly enough. Safeguarding arrangements meet requirements but there are some minor omissions in procedures. As a result of clear strengths, which are leading to rising standards and accelerating progress, the school's capacity to improve is judged satisfactory. Subject leaders are developing their roles well, and the governing body increasingly challenges the school. However, the school's self-evaluation is over-generous and there are important areas that still require improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By December 2012, ensure that teaching is consistently good by:
 - establishing a consistent approach to lesson planning to ensure that plans and activities always cater for pupils of all abilities
 - deploying teachers' assistants effectively and always ensuring that they engage regularly and purposefully with pupils to support their learning
 - injecting greater pace into some lessons so that pupils have enough time to work independently on work that always challenges them
 - ensuring that pupils fully understand the lesson focus and steps to success so that teachers and pupils accurately evaluate what has been learnt.
- By December 2012, strengthen the effectiveness of leadership and management by:
 - improving the rigour and regularity of monitoring and evaluation arrangements to focus more sharply on learning
 - developing further the roles of subject leaders to ensure that they are fully accountable for standards and progress
 - ensuring that the members of the governing body find out more for themselves about the school's work in order to influence its direction
 - making sure that some minor omissions in safeguarding procedures are addressed.
- Improve pupils' attendance so that it is at least in line with the national average by:
 - giving its promotion higher profile
 - working more effectively with parents and carers to promote a better understanding of its importance to learning.
- Improve relationships and communication with parents and carers to help to eliminate negative views.

Outcomes for individuals and groups of pupils

3

Pupils enjoy lessons, especially when they are interested and involved. For example, inspectors observed a Year 6 lesson, where pupils designed, made and tested a seed dispersal dispenser; and a Year 4 lesson where they designed a wildlife area as part of their science work. Achievement for all groups of pupils is satisfactory and is steadily improving as teaching gets better, especially in Years 5 and 6. Progress is satisfactory overall because the rapid learning required to gain ground is not evident in all classes. Pupils make good progress in Key Stage 1 and, in Years 5 and 6 pupils' make further accelerated progress. As a result, end of key stage attainment is rapidly rising although it is still below national averages. The satisfactory and improving progress includes pupils with special educational needs and/or disabilities, who make similar progress to most other pupils because of the good support they receive in most classes. Assessments of

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pupils' current work show that the percentage of more-able pupils in Years 5 and 6 who are likely to reach the higher Level 5 is set to rise.

The school's achievement of Healthy School status provides evidence that pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle. Most feel safe around the school and say they have adults to turn to when on rare occasions bullying occurs. Pupils have a voice through the work of the school council, although this is not high profile. They raise funds routinely for local and national charities. Links with the local community and the wider world are satisfactory. Pupils are steadily approaching average attainment in literacy and numeracy which means that they are satisfactorily prepared for the next stage of their education. The school is not doing enough to promote better than broadly average attendance. Pupils' spiritual, moral, social and cultural development is good. For example, Year 5 pupils were inspired in a through the use of music in a religious education lesson, to feel a sense of awe and wonder. This strong feature underpins their pastoral and academic development and helps to explain their good behaviour.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory and improving, although inconsistencies remain. Secure relationships, effective control strategies and much use of encouragement and praise are features of most lessons. In the best lessons, teachers' enthusiasm, secure subject knowledge, good use of resources, lively presentations and effective use of teaching

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assistants hold pupils' attention and help ensure they make good progress. The marking scheme is helping pupils to improve. In most lessons, teachers make clear what pupils have to learn so they know what is expected. However, in less effective lessons, the focus is not always clear, steps to success are missing and lesson planning lacks detail to help all pupils make good progress. Sometimes teaching assistants are not always deployed sufficiently well. The pace of some lessons is too slow to allow pupils enough time to work independently. Occasionally, work is not challenging enough, especially for more-able pupils.

The school is breaking down barriers between subjects, linking them effectively and using first-hand experiences to bring learning alive. For example, work linking history, literacy and art added relevance to learning and aids motivation while Year 6 pupils wrote about the visit of a dance specialist from Africa. The curriculum includes all that it should and pupils' knowledge, skills and understanding develop satisfactorily as they move through the school. Themed days, such as in science, which took place during the inspection week, promote much good learning and generate high levels of enjoyment among Year 6 pupils. Visits, visitors and extra-curricular activities are used increasingly to extend pupils' learning. However, information and communication technology (ICT) is not given enough emphasis.

There are positive features to pastoral care, guidance and support. Much work is done to support individual children, pastorally and academically. Most pupils feel secure and understand that adults work to support them. Established systems help pupils to raise concerns or worries with teachers, most of whom know their pupils well and are friendly and welcoming. Support for pupils with special educational needs and/or disabilities and for those who are learning English is satisfactory. Transition arrangements help ensure that pupils settle appropriately into their next stage of learning. However, the promotion of good attendance does not have a high profile. Parents and carers are not helped to understand the impact of unnecessary absence. As a consequence, actual attendance is only broadly average.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Actions taken to substantially improve outcomes at the end of Key Stage 2 are leading to rapid improvement. Priorities for development are the right ones and are being actively pursued with local authority support to ensure that the clear improving trend in performance continues. Leaders, such as the assessment coordinator, have transferred a desire to drive up standards into actions, such as embedding rigorous tracking procedures,

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which are proving successful in driving improvement. Almost all staff are aware of the need to secure higher standards and are prioritising this effectively. Newly established teams, such as in literacy, are helping to ensure that subjects are increasingly well led. Subject leaders are highly motivated and not afraid to use their initiative, but are not yet fully accountable for standards and progress. Some aspects of monitoring are not yet sufficiently focused on learning to help secure higher standards and faster progress. The governing body is keen to oversee improvements and increasingly challenges the school. However, it does not seek out pertinent information independently so that members can more effectively hold the school to account.

Arrangements to keep pupils safe meet requirements. Nevertheless, there are some minor omissions in procedures that mean that safeguarding is no better than satisfactory. Partnerships with a range of external organisations, such as to promote sport, widen pupils' experiences and make a satisfactory contribution to their learning. The school's promotion of community cohesion is satisfactory. The school is a cohesive community free from discrimination and there are established links with other schools in the diocese which benefit pupils. Links with the wider world, such as with Sierra Leone, help establish an understanding of cultural diversity. The school is increasingly taking steps to promote equal opportunity and ensure all pupils make at least satisfactory rates of progress. Positive efforts are made with parents and carers, but not as part of a strategic plan and the current arrangements lack impact. As a result, a significant minority of parents and carers hold negative views about a range of issues. However, resources are managed soundly, thus ensuring that the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	4
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

When children start school their skills and knowledge are below those expected for their age. Welcoming staff ensure that children settle quickly into established routines and become receptive learners, keen to take part in all activities that adults provide. All adults are caring and safeguarding arrangements are robust and given priority to ensure children are always safe. Children whose circumstances make them vulnerable are well supported. There is an appropriate balance between activities led by adults and those chosen by children themselves. There is much evidence of a carefully thought-out range of activities both inside and outside which link different areas of learning, capture children's interest, help develop independence and are accessible to both Nursery and Reception children. For example, children develop mathematical skills and solve simple problems through the provision of a shop, stocked with a variety of items.

Teaching is satisfactory and sometimes good, with strong relationships forged, which enables children to make sound progress as they move through the Early Years Foundation Stage. However, not all support for children is of high quality. There are missed opportunities to promote literacy skills, interest and excitement by ensuring all classroom areas provide rich and vibrant resources and opportunities. Nevertheless, the Early Years Foundation Stage leader is leading by example. She is able to clearly demonstrate the impact of language and mathematical development on children's achievement. As a result of her good leadership this is a rapidly improving area of the school, despite the current satisfactory provision and outcomes. Rigorous self-evaluation has ensured that priorities for development are being actively pursued.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost 60% of parents and carers returned the inspection questionnaire. More than half of these were totally positive about the school and their children's experience, particularly that their children are kept safe, encouraged to have a healthy lifestyle and to enjoy school. Inspection evidence supports these positive views, although the extent to which pupils feel safe was judged to be satisfactory. Approximately 45% of the returned questionnaires contained at least one negative response, with many containing more than one. A substantial number of parents and carers believe the school does not deal effectively with unacceptable behaviour and that the school does not take account of their suggestions and concerns. During the inspection, pupils' behaviour was managed well, leading to their good conduct. Inspectors agree that aspects of the school's engagement with parents and carers require improvement. Some parents and carers believe the school

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is not led and managed well. Inspectors found the school to be led and managed satisfactorily. Most parents and carers believe teaching to be good; inspectors found teaching to be satisfactory, but improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Richard's RC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 233 completed questionnaires by the end of the on-site inspection. In total, there are 392 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	37	129	55	13	6	3	1
The school keeps my child safe	99	42	116	50	11	5	4	2
My school informs me about my child's progress	71	30	121	52	32	14	3	1
My child is making enough progress at this school	81	35	113	48	24	10	3	1
The teaching is good at this school	85	36	122	52	10	4	4	2
The school helps me to support my child's learning	68	29	123	53	28	12	3	1
The school helps my child to have a healthy lifestyle	76	33	133	57	11	5	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	27	120	52	21	9	2	1
The school meets my child's particular needs	67	29	131	56	19	8	2	1
The school deals effectively with unacceptable behaviour	62	27	100	43	45	19	18	8
The school takes account of my suggestions and concerns	44	19	115	49	44	19	11	5
The school is led and managed effectively	61	26	112	48	25	11	14	6
Overall, I am happy with my child's experience at this school	77	33	113	48	22	9	7	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2011

Dear Pupils,

Inspection of St Richard's RC Primary School, Hull, HU9 5TE

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. Please give our thanks to your parents and carers for their comments and opinions. We enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school. We judge that your school is giving you a satisfactory education and that the standards you reach at the end of Key Stage 2, which have been falling over the last three years, are rising quickly again. Here are, as you say, the 'tickled pink' (good things) and 'growing green' (things to improve) about your school.

'Tickled Pink'

- You enjoy most lessons and behave well.
- You know all about staying healthy and most of you feel safe.
- You know right from wrong, work well together and show respect for others.
- The Early Years Foundation Stage is steadily improving and is well led.
- Good records are kept of how well you are doing through the school.

'Growing green'

We have asked the headteacher, teachers and the governing body to:

- improve teaching even more so that it is all good
- check more often and carefully on the school's work
- work more closely with parents and carers so that they all support the school
- improve attendance.

You can help by always trying hard and by coming to school as often as you can.

Yours sincerely,

Derek Pattinson

Lead inspector

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